

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *I Bet I Can* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What did the bear bet first? (that he could jump over the river)

What did the bear do? (splashed in the river)

What did the bear bet next? (that he could jump over the wall)

If time permits, repeat the steps above using part 2 of the passage, *I Bet I Can*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down. Have the child draw a card, read the word, and tell you whether the word is the name of a person, place, or thing (noun). If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is not correct, he/she cannot move. The child returns the card to the bottom of the stack, and it is your turn. Repeat the game as time permits.

Part 1

"I bet I can jump over the river," said 9
the bear. 11

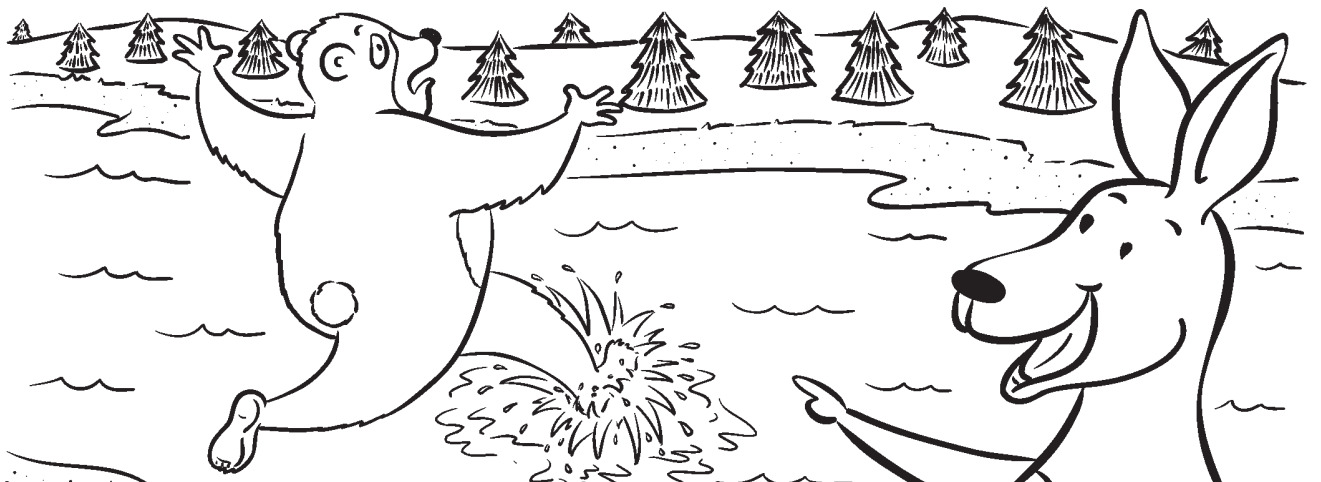
"I bet you can't," said the kangaroo. 18
So the bear jumped. 22
SPLASH, went the bear. 26

He did not jump over the river. 33

"I bet I can jump over that tall wall," said 43
the bear. 45

"I bet you can't," said the goat. 52
So the bear jumped. 56
SPLAT, went the bear. 60

He did not jump over the tall wall. 68



Part 2

"I bet I can swing on the rope," said 9
the bear. 11

"I bet you can't," said the fox. 18

So the bear grabbed the rope and jumped. 26

SNAP, went the rope. 30

He did not swing on the rope. 37

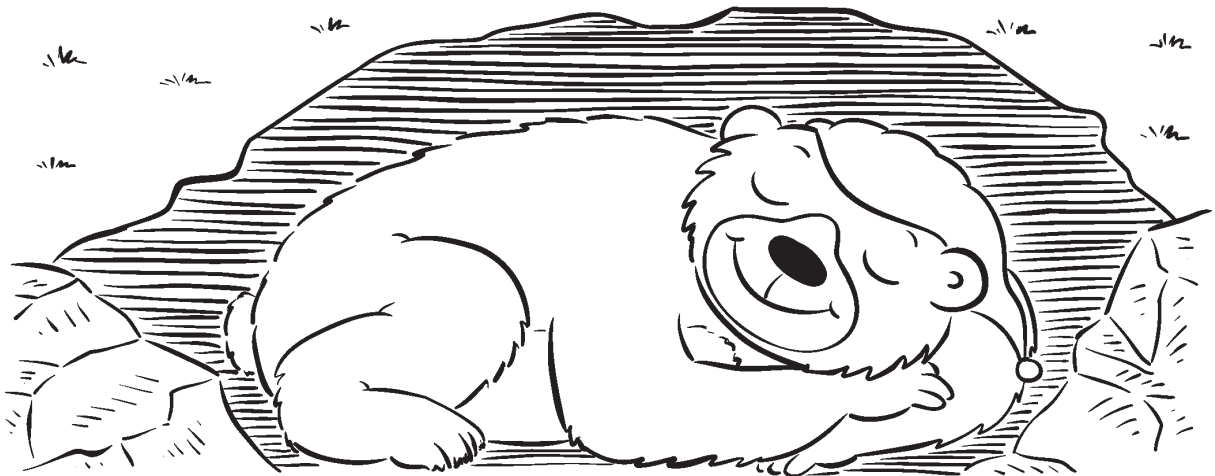
"I bet I can sleep all winter," said the bear. 47

"I bet you can't," said the hawk. 54

So the bear curled up into a big ball. 63

ZZZZ, went the bear. 67

And he did sleep all winter. 73

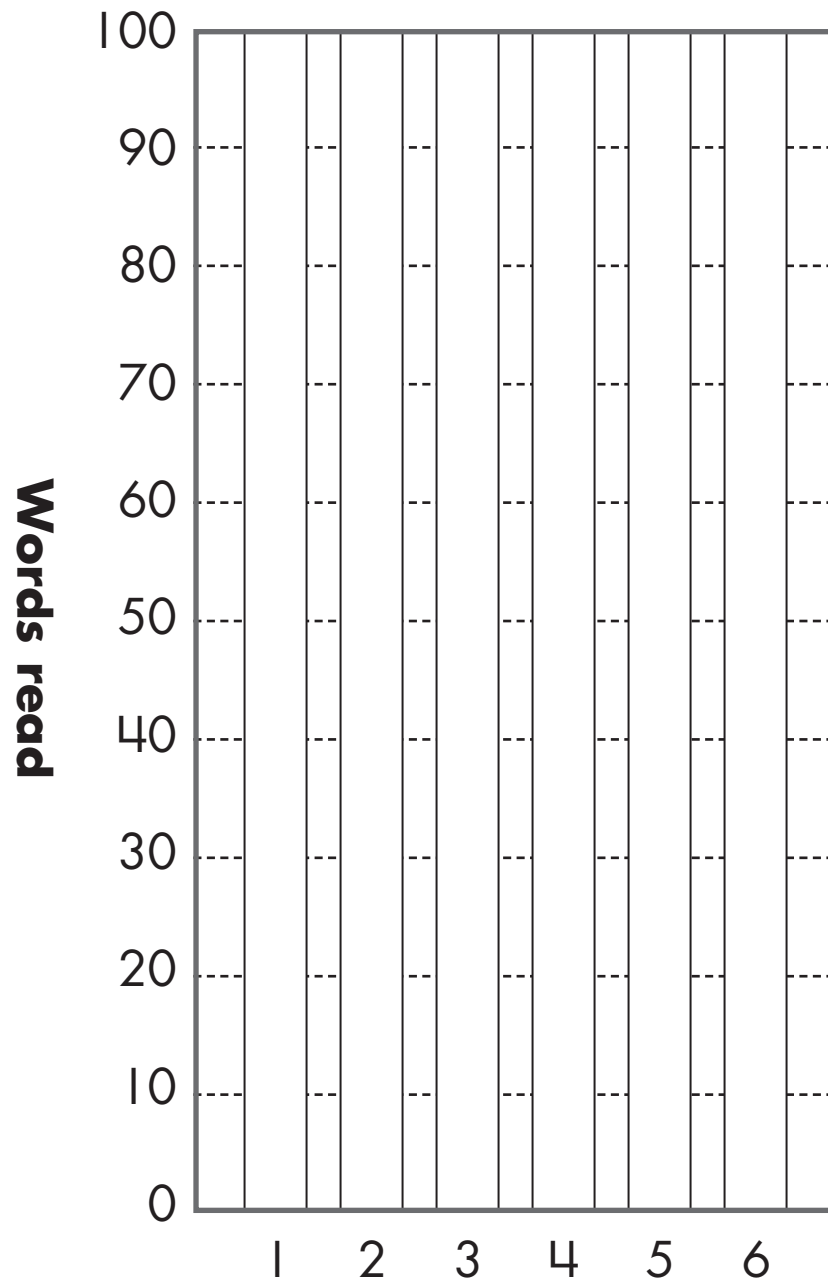


Fluency

Repeated Reading Bar Graph

Lesson G-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



fox

2

ball

4

said

3

splashed

2

bear

2

river

1

kangaroo

1

over

3

slept

3

grabbed

2

snapped

2

went

4

goat

2

rope

1

wall

1

tall

3

